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The Economic History of the United States. By ERNEST LUDLOW BOGART.
London and New York: Longmans, Green & Co., 1907. Pp. 522. \$1.75.

This book does not relate the political and constitutional development of the United States but records the industrial progress of our nation, beginning with the exploration and settlement of the continent, sketching the growth of industry, agriculture, commerce, transportation, population, and labor from the colonial period down to the present time. Emphasis is laid upon the essentials of economic life with a view to showing the relation between cause and effect. The narrative is always exceedingly clear and interesting, facts being grouped in such a manner as to form a continuous story.

The book is adapted for use in high school as well as in college. The helps for further study, in the form of suggestive topics and questions and also of selected references for reading, are certainly very valuable features of the work. Especially helpful is the extensive bibliography at the end. The maps and illustrations are the best obtainable. The appearance of the book is most attractive and both writer and publisher are to be congratulated upon having produced a volume worthy of the highest praise.

It is to be hoped that this text will receive the appreciation and wide use it deserves. It offers just the sort of information every American citizen should have in order to comprehend the complex industrial life of today and the material achievements of our nation. The time has come when the importance of the economic factor in history is being emphasized more and more. The industrial side of historic development is worthy of as careful a study as the political. The appearance of this book is therefore heartily to be welcomed and will no doubt be productive of much good.

An Introduction to the History of Modern Europe. By ARCHIBALD WEIR.
Boston: Houghton, Mifflin & Co., 1907. Pp. 440. \$2.00.

This volume is not intended for use as a textbook but should be of great service as a work for supplementary reading. It is not a summary of dry facts but rather a very suggestive and inspiring presentation of the factors which have produced our present civilization. Minute details have been avoided and only the broad outlines of development have been given. The author has tried to find the spirit of the great movements he deals with, rather than heap up the dry bones of the past. His main interest lies in tracing ideas and tendencies. Books of this sort are not very numerous and are of great value. Mr. Weir's book should find a place in every school library.

Essentials of United States History. By WILLIAM A. MOWRY AND BLANCHE S. MOWRY. New York, Boston, and Chicago: Silver, Burdett & Co., 1906. Pp. 434. \$0.90.

In preparing this book the authors have kept in view the needs of pupils in the sixth and seventh grades. In a simple yet vivid and interesting manner the salient features of American history are brought out. Special prominence is given to describing the life of the people in the various epochs of our history and also to the biographical side. The usual error in books of this sort of devoting too much space to military events is happily avoided.

Each chapter contains a concise summary. A well-selected list of works for supplementary reading is given, which should prove of service to both teacher and pupil. The appendix contains a carefully arranged chronology, the Declaration of Independence, the Constitution of the United States, and other data. The illustrations and maps are adequate.

GEORGE L. SCHERGER

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School Algebra. Part I. By W. E. PATERSON. Oxford: Clarendon Press, 1908. Pp. xxxix+328. \$0.60.

This volume is labeled Part I, and is intended to be "a book on modern lines that is suitable for the beginner and can be continued in use for higher forms." It does not differ greatly from American school algebras which have been issued since the graph became popular. In language and arrangement it is well adapted to pupils in the early years of the secondary school. Many topics are illustrated by graphical treatment, and the form of curves corresponding to typical equations of the second and third degrees is considered at some length. Neither the binomial theorem nor progressions are treated and no complicated expressions involving the theory of exponents are given, but the final chapter is devoted to a simple treatment of logarithms. The examples are for the most part taken from recent examination papers of various institutions and the problems are with very few exceptions of the artificial type. The following specimen examination papers are appended: Oxford and Cambridge Schools Examination Board, July, 1906; Army Qualifying Examination, September, 1907; Oxford Local Examinations, 1907; Cambridge Local Examination, 1907; College of Preceptors, 1907; Central Welsh Board, July, 1906, and July, 1907.

WILLIAM E. STARK

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A History of Education before the Middle Ages. By FRANK PIERPONT GRAVES. New York: Macmillan, 1909. Pp. 304. \$1.10,

Professor Graves has produced a book which gives evidence on every page of his ripe scholarship, breadth of view, and keen discrimination between significant things and mere detail. He has shown himself to be a student of the history of the philosophy of education and an interpreter rather than a chronicler alone. Both types of historian are needed in the history of education as in other branches of history. But the chronicler must write mainly for the research student. The one who writes for the beginner must be an interpreter, just as every teacher of the elements of any subject must be essentially an interpreter. The one who essays these tasks assumes great responsibilities. There will doubtless be general agreement that Dr. Graves has shown himself to be an accurate and judicial interpreter..

Dr. Graves has viewed the history of education as a study of great movements in the progress of educational philosophy in relation to civilization rather than as a biographical study of educational heroes or a chronicle of the events of special periods or countries. This volume deals with "Non-Progressive Educa-